

II. Bills

S. 1545, Development, Relief, and Education for Alien Minors Act of 2003 (the DREAM Act) [Hatch, Durbin, Craig, DeWine, Feingold, Feinstein, Grassley, Kennedy, Leahy, Schumer]

S. 1691, the Wartime Treatment Study Act [Feingold, Grassley, Kennedy]

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON ADMINISTRATIVE OVERSIGHT AND THE COURTS

Mr. STEVENS. Mr. President, I ask unanimous consent that the Senate Committee on the Judiciary Subcommittee on Administrative Oversight and the Courts be authorized to meet to conduct a hearing on "Common Sense Consumption: Super-Sizing Versus Personal Responsibility" on Thursday, October 16, 2003, at 2 p.m. in Room 226 of the Dirksen Senate Office Building.

Panel I: Senator Mitch McConnell, Kentucky.

Panel II: Victor Schwartz, Partner, Law Firm of Shook, Hardy, & Bacon, L.L.P., Washington, D.C.; Russell L. Sutter, Principal, Tillinghast-Towers Perrin, St. Louis, MO.

Panel III: Wayne Reaves, President, Manna Enterprises, Inc., Anniston, AL; Dr. Gerard Musante, Founder, Structure House, Durham, NC.

The PRESIDING OFFICER. Without objection, it is so ordered.

PRIVILEGES OF THE FLOOR

Mr. CORNYN. Mr. President, I ask unanimous consent that Shay Wester, a staff person in my office who does not currently have floor privileges, be admitted to the floor during the time of my brief remarks.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. CORZINE. Mr. President, I ask unanimous consent that privilege of the floor be granted to Michael Gayle during consideration of this legislation.

The PRESIDING OFFICER. Without objection, it is so ordered.

NATIONAL CHARACTER COUNTS WEEK

Mr. STEVENS. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of S. Res. 245 which was submitted yesterday.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The legislative clerk read as follows:

A resolution (S. Res. 245) designating the week beginning October 19, 2003, as National Character Counts Week.

There being no objection, the Senate proceeded to consider the resolution.

Mr. DOMENICI. Mr. President, I rise today with my friend Senator DODD to introduce a resolution regarding "National Character Counts Week." Our

resolution says the week of October 19 of this year will be known across the country as "National Character Counts Week."

Nearly a century ago President Theodore Roosevelt said the following about character:

Character, in the long run, is the decisive factor in the life of an individual and of nations alike.

I would submit that character truly does transcend time as well as religious, cultural, political, and socioeconomic barriers. I believe our country is having a renewed focus on character and this sends a wonderful message to Americans, and will help those of us involved in character education reinvigorate our efforts to get communities and schools involved.

I say that because a number of years ago we started this approach to character education called "Character Counts." Senators Nunn, DODD, and I first introduced the resolution that has now passed the Senate on innumerable occasions. The resolution simply declares that for all of America, one week during the year will be known as "National Character Counts Week."

Frankly, we hear a lot about how we should help our young people growing up in this often difficult society. However, I believe the key is finding those ideas and programs that work. We all understand that there are certain people who have the primary responsibility to care for our children like mothers, fathers, siblings, and grandparents. We are not in any way talking about negating that responsibility of raising a child with good values. However, we have found the teachers in our schools have been yearning for something they could teach our children that for some reason had been eliminated from both the public and private school agenda curriculum. It is sometimes referred to as character education.

I choose to speak about the "Character Counts" program that is being used in many public schools in our country, and certainly in my State of New Mexico where teachers embrace six pillars of character. The values comprising the six pillars are everyday concepts that Americans across this land wish their children would have and hope America will keep. They are simply: trustworthiness, respect, responsibility, fairness, caring, and citizenship. They transcend political and social barriers and are central to the ideals on which this Nation was built.

As a matter of fact, I think they are central and basic to any nation that survives for any long period of history. As Plato once said:

A country without character is a country that's doomed and the only way a country can have character is if the individual citizens in the country have character.

I could speak for hours about the 200,000 New Mexico schoolchildren in public, private and parochial schools learning about good character. About 90 percent of the grade school children,

and a significant portion of the others, are now participating in character education programs that simply and profoundly bring them into contact with each of these pillars one month at a time.

So if you walk the halls of a grade school in Albuquerque, you might see a sign outside that says, "This Is Responsibility Month." And all the young people will be discussing the concept of responsibility in their classrooms, and they will put up posters saying, "Responsibility Counts." At the end of that month they may have an assembly where responsibility will be discussed by all the kids, and awards will be given to those demonstrating the most responsibility. The next month it might be "respect." The month after that it might be "caring."

I could go on for quite some time talking about Character Counts in New Mexico. The bottom line is that I believe it is working in New Mexico and other parts of the country. Consequently, I think we need to salute the efforts already underway and encourage even more character education across our country.

So today, Senator DODD and I are here to introduce a resolution to accomplish just that and hopefully our renewed effort will bring together even more communities to ensure that character education is a part of every child's life.

I hope that my colleagues will support this effort.

Mr. DODD. Mr. President, today I join my friend and colleague from New Mexico, Senator DOMENICI, in introducing a resolution declaring next week "National Character Counts Week." Senator DOMENICI and I have worked together for many years on the issue of character education and hope that by designating a special week to this cause, students and teachers will come together to participate in character building activities in their schools. In 1994, Senator DOMENICI and I established the Partnerships in Character Education Pilot Project and have worked regularly since then to commemorate National Character Counts Week. I am pleased that we are continuing our efforts today to help expand States' and schools' abilities to make character education a central part of every child's education.

Our schools may be built with the bricks of English, math and science, but character education certainly is the mortar. Character education means teaching students about such qualities as caring, citizenship, fairness, respect, responsibility, trustworthiness, and other qualities that their community values.

Character education provides students a context within which to learn. If we view education simply as the imparting of knowledge to our children, then we will not only miss an opportunity, but will jeopardize our future. Character education isn't a separate subject, but part of a seamless garment

of learning. Taking this to heart, teachers at Duffy Elementary School in West Hartford, Connecticut, have incorporated the fundamentals of character education into their schoolwide curriculum so that every child has the opportunity to focus on one aspect of character education in each grade. In turn, these learning opportunities have translated into action within the community.

Philip R. Smith Elementary School in South Windsor, Connecticut, was recently named a National School of Character by the Character Education Partnership for demonstrating outstanding character education initiatives that yield positive results in student behavior, school climate and academic performance. Their schoolwide approach has also translated into a number of community wide service projects. Annually, students organize and run a blood drive for the community and sponsor a two-month long clothing and can food drive for the homeless. In response to 9/11, students raised close to \$1,500 in change for the Red Cross.

Mr. President, character education programs work. Schools across the country that have adopted strong character education programs report better student performance, fewer discipline problems, and increased student involvement within the community. Children want direction—they want to be taught right from wrong. The American public wants character education in our schools, too. Studies show that about 90 percent of Americans support schools teaching character education.

As all education policy should be, character education is bipartisan. This year we have 28 cosponsors to our resolution, cosponsors on both sides of the aisle. Character education is also actively supported by a number of national education and youth organizations including 4-H, Boys and Girls Clubs of America and the Little League. Character education can and is being incorporated into children's lives in and outside of the classroom.

This measure provides a helping hand to our schools and communities to ensure those children's future are bright and filled with opportunities and success. Character education not only cultivates minds, it nurtures hearts. While our children may be one-quarter of our population, they are 100 percent of our future.

Mr. STEVENS. I ask unanimous consent that the resolution be agreed to, the preamble be agreed to, the motion to reconsider be laid upon the table and any statements relating to this matter be printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolution (S. Res. 245) was agreed to.

The preamble was agreed to.

The resolution (S. Res. 245), with its preamble, reads as follows:

S. RES. 245

Whereas the well-being of the Nation requires that the young people of the United

States become an involved, caring citizenry with good character;

Whereas the character education of children has become more urgent as violence by and against youth increasingly threatens the physical and psychological well-being of the people of the United States;

Whereas more than ever, children need strong and constructive guidance from their families and their communities, including schools, youth organizations, religious institutions, and civic groups;

Whereas the character of a nation is only as strong as the character of its individual citizens;

Whereas the public good is advanced when young people are taught the importance of good character and the positive effects that good character can have in personal relationships, in school, and in the workplace;

Whereas scholars and educators agree that people do not automatically develop good character and that, therefore, conscientious efforts must be made by institutions and individuals that influence youth to help young people develop the essential traits and characteristics that comprise good character;

Whereas, although character development is, first and foremost, an obligation of families, the efforts of faith communities, schools, and youth, civic, and human service organizations also play an important role in fostering and promoting good character;

Whereas Congress encourages students, teachers, parents, youth, and community leaders to recognize the importance of character education in preparing young people to play a role in determining the future of the Nation;

Whereas effective character education is based on core ethical values which form the foundation of democratic society;

Whereas examples of character are trustworthiness, respect, responsibility, fairness, caring, citizenship, and honesty;

Whereas elements of character transcend cultural, religious, and socioeconomic differences;

Whereas the character and conduct of our youth reflect the character and conduct of society, and, therefore, every adult has the responsibility to teach and model ethical values and every social institution has the responsibility to promote the development of good character;

Whereas Congress encourages individuals and organizations, especially those who have an interest in the education and training of the young people of the United States, to adopt the elements of character as intrinsic to the well-being of individuals, communities, and society;

Whereas many schools in the United States recognize the need, and have taken steps, to integrate the values of their communities into their teaching activities; and

Whereas the establishment of National Character Counts Week, during which individuals, families, schools, youth organizations, religious institutions, civic groups, and other organizations would focus on character education, would be of great benefit to the Nation: Now, therefore, be it

Resolved, That the Senate—

(1) proclaims the week beginning October 19, 2003, as "National Character Counts Week"; and

(2) requests that the President issue a proclamation calling upon the people of the United States and interested groups to—

(A) embrace the elements of character identified by local schools and communities, such as trustworthiness, respect, responsibility, fairness, caring, and citizenship; and

(B) observe the week with appropriate ceremonies, programs, and activities.

WESTERN SHOSHONE CLAIMS DISTRIBUTION ACT

Mr. STEVENS. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of Calendar No. 285, S.618.

The PRESIDING OFFICER. The clerk will report the bill by title.

The legislative clerk read as follows:

A bill (S. 618) to provide for the use and distribution of the funds awarded to the Western Shoshone identifiable group under Indian Claims Commission Docket Numbers 326-A-1, 326-A-3, 326-K, and for other purposes.

There being no objection, the Senate proceeded to consider the bill which had been reported from the Committee on Indian Affairs, with an amendment to strike all after the enacting clause and inserting in lieu thereof the following:

[Strike the part shown in black brackets and insert the part shown in italic.]

S. 618

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

[SECTION 1. SHORT TITLE.]

[This Act may be cited as the "Western Shoshone Claims Distribution Act".]

[SEC. 2. DEFINITIONS.]

[In this Act:

[(1) COMMITTEE.—The term "Committee" means the administrative committee established under section 4(c)(1).

[(2) WESTERN SHOSHONE JOINT JUDGMENT FUNDS.—The term "Western Shoshone joint judgment funds" means—

[(A) the funds appropriated in satisfaction of the judgment awards granted to the Western Shoshone Indians in Docket Numbers 326-A-1 and 326-A-3 before the United States Court of Claims; and

[(B) all interest earned on those funds.

[(3) WESTERN SHOSHONE JUDGMENT FUNDS.—The term "Western Shoshone judgment funds" means—

[(A) the funds appropriated in satisfaction of the judgment award granted to the Western Shoshone Indians in Docket Number 326-K before the Indian Claims Commission; and

[(B) all interest earned on those funds.

[(4) JUDGMENT ROLL.—The term "judgment roll" means the Western Shoshone judgment roll established by the Secretary under section 3(b)(1).

[(5) SECRETARY.—The term "Secretary" means the Secretary of the Interior.

[(6) TRUST FUND.—The term "Trust Fund" means the Western Shoshone Educational Trust Fund established under section 4(b)(1).

[(7) WESTERN SHOSHONE MEMBER.—The term "Western Shoshone member" means an individual who—

[(A)(i) appears on the judgment roll; or

[(ii) is the lineal descendant of an individual appearing on the roll; and

[(B)(i) satisfies all eligibility criteria established by the Committee under section 4(c)(4)(D)(iii);

[(ii) meets any application requirements established by the Committee; and

[(iii) agrees to use funds distributed in accordance with section 4(b)(2)(B) for educational purposes approved by the Committee.

[SEC. 3. DISTRIBUTION OF WESTERN SHOSHONE JUDGMENT FUNDS.]

[(a) IN GENERAL.—The Western Shoshone judgment funds shall be distributed in accordance with this section.